

# THE EFFECTS OF WORK DISCIPLINE, WORK MOTIVATION, AND WORK ENVIRONMENT ON TEACHER PERFORMANCE AT SMA PLUS ASSALAAM BANDUNG

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## Abstract

This study aims to evaluate the impact of professional discipline, intrinsic motivation, and workplace conditions on educator productivity at SMA Plus Assalaam Bandung. The basis for this study arose from the discrepancy in teacher performance, which is still less than optimal, as evidenced by the lack of creativity in assignments and signs of disruption in discipline and enthusiasm. The research approach employed quantitative methods that were descriptive and verifiable. The research subjects included all 32 educational staff at SMA Plus Assalaam Bandung, using a total sampling technique. Information processing used multiple linear regression analysis, classical assumption checking, hypothesis testing, and the coefficient of determination. The research findings revealed that separately, professional discipline and intrinsic motivation have a positive and significant effect on educator productivity. However, workplace conditions did not show a significant influence. Together, these three factors contributed a 54.3% impact on educator productivity. The study concluded that to improve educator productivity, school leaders need to prioritize steadfastness in implementing discipline and developing intrinsic motivation.

**Keywords:** *Teacher Performance, Work Discipline, Motivation Work, Environment Work, Management Source Power Man.*

## INTRODUCTION

Source Power man hold role which is very A vital and strategic role in the success of any organization, including in the education sector. Within the school ecosystem, teachers are the spearhead that determines the quality of educational services to students. Optimal teacher performance is an absolute prerequisite for achieving national education goals and the school's vision and mission. However, the phenomenon in the field shows that teacher performance is often suboptimal. Based on pre-survey data and initial observations conducted by researchers at SMA Plus Assalaam Bandung, a significant gap was found, with 56.25% of respondents assessing teacher performance as still in the low category. One of the most prominent performance indicators facing problems is the aspect of initiative and independence, where some teachers tend to be passive and only work optimally when given direct instructions from their leaders. This low performance is thought to be influenced by several main determinant factors in management. resource human, namely discipline work, motivation work and environment Work. Teacher discipline remains a significant operational obstacle, with pre-survey data indicating 50% indicated problems with punctuality in attendance. The second factor was work motivation, which was deemed suboptimal, particularly in terms of self-development, with 59.38% of respondents giving it a low rating. The third factor was the physical work environment, such as sometimes hot room temperatures and inadequate air circulation, which was complained about by 53.1% of respondents. Theoretically, the performance is function of interaction capabilities, motivation, And opportunity (Hasibuan, 2019) However, there is an inconsistency in the results of previous research (research gap). (Wulandari, 2020) shows that discipline has a strong influence, whereas (Hidayat, 2021) Instead, they found a more dominant work environment. The novelty of this research lies in the re-examination of these three variables in a modern Islamic educational entity using a census method on a limited population to obtain high data accuracy. This research aims to empirically test the influence Work Discipline, Motivation Work and Environment Work on Teacher Performance at SMA Plus Assalaam Bandung.

## **LITERATURE REVIEW**

**Performance** is results work obtained by employees in aspects quality and quantity when they fulfill their obligations according to the mandate given, this is the definition of performance(Mangkunagara, A. P)In the context of education, teacher performance is measured not only by the delivery of material in class, but also includes lesson planning, student evaluation, and professional development. Optimal performance requires support from various internal and external factors. According to research(Muttaqin & Saputro, 2023), individual performance in an organization is greatly influenced by task clarity and management support; when employees understand their roles well, performance output will increase significantly.

**Work Discipline**is awareness and willingness individuals to comply with all rules existing companies and social standards are defined as work discipline(Hasibuan, 2019)Discipline functions as a crucial element in the operational management of human resources. In line with the findings(Saputro & Muttaqin, 2023)Strong work discipline will drive efficiency and effectiveness in tasks, ultimately improving overall personal performance. Without adequate discipline, educational institutions will struggle to achieve maximum results, as absenteeism or tardiness of teaching staff directly impacts the teaching and learning process.

### **Work motivation**

Motivation involves providing encouragement that raises enthusiasm. individual work so that theywilling to collaborate, operate efficiently, and integrate all their efforts to achieve satisfaction(Hasibuan, 2019).(Muttaqin et al., 2023)States that work motivation plays a role as A vital element that can motivate employees to achieve their best performance. Educators with strong motivation will view teaching not just as a demanding task, but as an inner calling and an opportunity to demonstrate their achievements.

### **Work environment**

Environment work covers all elements around employees that can influence them when carrying out the responsibilities given(Nitisemito, 2020). The work environment is classified into physical and non-physical. As stated by(Meilani & Muttaqin, 2024), the physical work environment Good enough should be able to facilitate smooth activities and increase employee satisfaction, although the effects can vary based on the personal characteristics of each employee. From the theoretical description above, the hypothesis This study was formulated as follows:

## **Hypothesis**

- H1: Discipline Influential work on Performance Teacher.
- H2: Motivation Work affects performance Teacher.
- H3: Environment Work affects performance Teacher.
- H4: Discipline, Motivation, And Work Environment has a simultaneous influence on Performance Guru.z
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## **METHOD**

This study applies quantitative methods through descriptive and verification approaches. The descriptive approach is applied to examine the subjects' views, while the verification approach is utilized to verify the validity of the assumptions with inferential statistical analysis. The study subjects include all educational personnel (educators) at SMA Plus Assalaam Bandung, totaling 32 individuals. Because the subject size is quite limited (under 100), the sample selection strategy applied is Total Sampling, with all subject elements acting as study participants (n=32). Information collection was carried out through a closed questionnaire using a scale Likert scale 1-5 (From Strongly Disagree to Strongly Agree). Prior to conducting the regression analysis, the study tool underwent validity and reliability checks. The information processing approach utilized Multiple Linear Regression Analysis supported by IBM SPSS 25.0 software, which included Assumption Checks. Classical, Partial (t-Test) and Concurrent (F-Test) Hypothesis Testing, plus Coefficients Determination.

## **RESULTS AND DISCUSSION**

### **Descriptive Description of Variables**

Based on the results of the questionnaire recapitulation from 32 respondents, the following descriptive picture was obtained:

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First, Teacher Performance (Y) falls into the High category with an average score of 130.1. However, there's an important caveat: the independence/initiative indicator scored the lowest compared to the quality and quantity of work indicators. This confirms the initial observation that teachers still tend to wait for instructions.

Second, Work Discipline (X1) is classified as Very High with an average value of 134.9. This indicates that the majority of teachers at SMA Plus Assalaam are very compliant with attendance hours and permission procedures.

Third, Work Motivation (X2) is at High category with an average score 134.0.

Fourth, the Work Environment (X3) is classified as High with an average value of 133.8. Respondents felt that the physical facilities and work atmosphere at the school were quite comfortable.

## Validity and Reliability Test Results

The findings from the validity evaluation indicate that all statement items in the Performance, Discipline, Motivation, and Environment variables show calculated  $r$  scores that exceed the table  $r$  (0.349), so all items are considered valid. Meanwhile, the results of the reliability examination show a Cronbach's  $\alpha$  value of Alpha is as big as 0.941, which is far above the minimum standard. 0.60, so the research tool is declared very reliable.

## Classical Assumption Test Results

The normality check using the One-Sample Kolmogorov-Smirnov Test produced a significance level (Asymp. Sig) of 0.200. This figure exceeds 0.05, which indicates that the remaining data is distributed normal. The regression equation was also proven to be free from multicollinearity and heteroscedasticity problems, making it suitable for further analysis.

## Analysis Linear Regression Multiple

Based on processing results data, obtained multiple linear regression equation as follows:

$$Y = 11.973 + 0.562X1 + 0.363X2 + 0.003X3$$

Based on this equation, we can concluded that:

1. Constant (11.973): Hal This indicates that if you are disciplined, motivation and environment work remains stable or has a value of zero, then teacher performance will reach 11,973.
2. Work Discipline Coefficient (0.562): This positive coefficient of 0.562 indicates that work discipline makes the greatest contribution to improving performance. Every one-unit increase in discipline will increase performance by 0.562 units.
3. Work Motivation Coefficient (0.363): This positive coefficient indicates a direct relationship, where an increase in motivation will increase performance by 0.363 units.
4. Work Environment Coefficient (0.003): This is a very small coefficient. shows that the influence work environment on much weaker performance when compared with the other two variables..

## Hypothesis Testing

A partial hypothesis evaluation was conducted to measure the independent effect of each independent variable. In the initial stage, a review of the Work Discipline variable (X1) showed a calculated  $t$ -value of 3.655. This figure was proven to exceed the set  $t$ -table limit of 2.048. In addition, the significance probability value was at the 0.001 level (less than 0.05). Based on these data, the first hypothesis was declared accepted. This finding confirms that Work Discipline has a positive and real contribution to Teacher Performance. Moving on to the next variable, Work Motivation (X2), the calculation results recorded a  $t$ -value of 2.478, which is also above the  $t$ -table of 2.048. The resulting significance level is 0.019 (less than 0.05). With this statistical evidence, the second hypothesis can be accepted. This indicates that there is a positive and significant impact of Work Motivation on Teacher Performance. In contrast, in the analysis of the Work Environment variable (X3), the calculated  $t$ -value obtained was very low, namely only 0.021, far below the standard  $t$ -table of 2.048. Meanwhile, the significance figure actually jumped to 0.983 (greater than 0.05). This condition requires the third hypothesis to be rejected. In conclusion, the Work Environment has not been proven to have a significant influence on Teacher Performance. The ANOVA test output shows that the calculated  $F$  value reaches 11.069. When compared with the  $F$  table ( $df_1=3$ ,  $df_2=28$ ) which is at 2.95, it is clear that the calculated  $F$  is superior to the  $F$  table. The significance value that appears is 0.000. This fact confirms the conclusion that collectively or together, the variables of Work Discipline, Work Motivation, and Work Environment have a significant influence on Teacher Performance.

## Coefficient of Determination

R-value The achieved Square ( $R^2$ ) is 0.543. This implies that variables of discipline, motivation, and environment Work has the ability to explain fluctuations in teacher performance by up to 54.3%. The remaining 45.7% is influenced by or explained by factors others that are not integrated in study model this, such as competence, culture organization, or leadership style

## Discussion

Data analysis reveals empirical evidence that work discipline plays a central role as the strongest determinant in influencing the performance of teaching staff at SMA Plus Assalaam Bandung. This conclusion aligns with the results of the study.(Saputro & Muttaqin, 2023), which emphasizes that discipline is a vital element in fostering productive work behavior. The linear correlation between respondents' high levels of compliance and their performance output validates the premise that adherence to institutional regulations is a fundamental pillar for the smooth operation of education at this school. The work motivation variable also proved to have a significant influence. Teachers who felt an internal drive to achieve and receive recognition were shown to perform better. This is consistent with the findings.(Gustami et al., 2024)which states that work motivation significantly contributes to the achievement of individual and organizational goals. School efforts to provide moral support and development opportunities for teachers have proven effective in boosting their work ethic. High motivation encourages teachers to work not merely to fulfill their obligations but to strive to add value to every learning process. An interesting and distinct finding in this study is that the work environment has no significant effect on performance. Although descriptively, the work environment is rated "High" (good/comfortable), statistical analysis shows that variations in the comfort of physical facilities have no significant impact on teacher performance fluctuations. This phenomenon can be explained through the perspective of(Meilani & Muttaqin, 2024), where in certain organizational contexts, physical environmental factors become less dominant compared to career development or individual discipline. This indicates that teachers at SMA Plus Assalaam have a fairly good level of professionalism; they are able to perform optimally solely due to the drive of discipline and internal motivation, not because of a dependence on luxurious or perfect physical facilities. This finding refutes initial concerns in the pre-survey regarding the impact of the school's physical condition on performance. This demonstrates the resilience of teachers to environmental conditions, which is a valuable asset for the school. Overall, this research model is valid and has an explanatory power of 54.3%. This contribution is quite significant considering the complexity of human factors in educational organizations. The synergy between strict discipline and high motivation has proven to be key to the success of teacher performance at SMA Plus Assalaam.

## CONCLUSION

1. From the results of data processing and discussions that have been carried out, several conclusions can be drawn as follows:
2. Work discipline has a positive and meaningful impact on teacher performance. If teachers' compliance with school regulations increases, their work results will also improve. Discipline serves as a key indicator within this framework.
3. Work motivation has a positive and meaningful impact on teacher performance. Work enthusiasm, whether internal or external, has been shown to improve teacher productivity.
4. The work environment does not significantly impact teacher performance. While the physical condition of a school's infrastructure is important for well-being, it is not a key element that significantly changes or influences teacher performance statistically.
5. Together, Work Discipline, Work Motivation, and Work Environment have a significant impact on Teacher Performance with a contribution of 54.3%.

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